

# Tennessee English Language Arts Standards

## Grade 5

### Standard 1—Language

#### Conceptual Strand 1

*Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.*

#### Guiding Question 1

*How does language usage reflect mastery of Standard American English and its conventions?*

#### Grade Level Expectations

**GLE 0501.1.1** Demonstrate knowledge of Standard English usage, mechanics, and spelling.

**GLE 0501.1.2** Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

**GLE 0501.1.3** Demonstrate knowledge of Standard English sentence structure.

#### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.1.1** Know and use appropriately the meaning, forms, and functions of the eight parts of speech (i.e., nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections).
- ✓ **0501.1.2** Recognize usage errors (e.g., double negatives, troublesome words: affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn).
- ✓ **0501.1.3** Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.
- ✓ **0501.1.4** Capitalize correctly sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, parts of friendly letters and business letters.
- ✓ **0501.1.5** Use correct end of sentence punctuation (e.g., period, question mark).

- ✓ **0501.1.6** Demonstrate knowledge of the meaning and function of certain marks of punctuation, including colons, semi-colons, apostrophes, quotation marks, and commas used in these ways: direct address, items in a series, following introductory words, in dates and addresses, quotations, parts of a letter, before coordinating conjunctions in compound sentences.
- ✓ **0501.1.7** Demonstrate the correct use of quotation marks in conversation, including their use with capitalization, end marks, and explanatory material.
- ✓ **0501.1.8** Apply correct orthographic conventions, including spelling, contractions and possessives, and letter formation in cursive writing.
- ✓ **0501.1.9** Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct syntax, correct placement of modifiers).
- ✓ **0501.1.10** Recognize incomplete sentences and run-on sentences and edit appropriately.
- ✓ **0501.1.11** Eliminate reliance on simple sentences by combining independent clauses, by creating compound subjects and/or predicates, by using introductory phrases or clauses, or by appropriate use of a semi-colon.

## **STATE PERFORMANCE INDICATORS**

**SPI 0501.1.1** Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to/too/two, their/there/they're, lie/lay, sit/set, leave/let, learn/teach).

**SPI 0501.1.2** Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects), pronouns (i.e., agreement, subject, object), verbs (i.e., action/linking, regular/irregular, agreement, tenses), adjectives (i.e., common/proper, comparative forms, predicate adjectives), and adverbs (i.e., comparative forms, negatives) within context.

**SPI 0501.1.3** Identify sentences with correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) and of colons within context.

**SPI 0501.1.4** Choose the correct use of quotation marks and commas in direct quotations.

**SPI 0501.1.5** Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.

**SPI 0501.1.6** Identify within context a variety of appropriate sentence-combining techniques (i.e., comma+ coordinating conjunction, use of semicolon, introductory phrases and/or clauses).

**SPI 0501.1.7** Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.

**SPI 0501.1.8** Select the best way to correct incomplete sentences within context.

## **Standard 2—Communication**

### **Conceptual Strand 2**

*Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and in the larger community.*

### **Guiding Question 2**

*What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?*

### **Grade Level Expectations**

**GLE 0501.2.1** Continue to develop oral language skills necessary for communication.

**GLE 0501.2.2** Continue to develop listening skills necessary for communication.

### **Checks for Understanding (Formative/Summative Assessment)**

#### **Listening**

- ✓ **0501.2.1** Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
- ✓ **0501.2.2** Use established rules for polite conversation (e.g., do not interrupt, face the speaker, listen attentively, provide appropriate feedback, take turns, raise hands).
- ✓ **0501.2.3** Give multi-step directions (e.g., tell someone how to make a simple recipe).
- ✓ **0501.2.4** Formulate and respond to questions from teachers and group members.

#### **Speaking**

- ✓ **0501.2.5** Participate in creative and expressive responses to text (e.g., choral reading, discussion, dramatization, oral presentations, and personal experiences).
- ✓ **0501.2.6** Use different voice levels and speech patterns in formal and informal situations.
- ✓ **0501.2.7** Participate in recitations of assigned/self-selected passages.
- ✓ **0501.2.8** Create and deliver an oral presentation using visual aids or props.

### **STATE PERFORMANCE INDICATORS**

## Standard 3—Writing

### Conceptual Strand 3

*The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.*

### Guiding Question 3

*How will students demonstrate their ability to write effectively for a variety of purposes and audiences?*

### Grade Level Expectations

**GLE 0501.3.1** Write for a variety of purposes and to a variety of audiences.

**GLE 0501.3.2** Write in a variety of modes and genres, including narration, literary response, personal expression, description, and imaginative

**GLE 0501.3.3** Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.

**GLE 0501.3.4** Write frequently across content areas.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.3.1** Practice writing to narrative and descriptive prompts within a specified time.
- ✓ **0501.3.2** Generate ideas for writing, taking into consideration audience and purpose.
- ✓ **0501.3.3** Use a variety of prewriting strategies.
- ✓ **0501.3.4** Recognize and use all steps in the writing process: prewriting, drafting, revising, editing/proofing, publishing.
- ✓ **0501.3.5** Compare and contrast two persons, places, things, or ideas.
- ✓ **0501.3.6** Make written responses to literature studied (e.g., critique, journal, group project).
- ✓ **0501.3.7** Create a well-developed story or passage summary, as well as personal reflections and imaginative writing samples.
- ✓ **0501.3.8** Compose clear, coherent, well-organized multi-paragraphed works.
- ✓ **0501.3.9** Conduct timed writings to narrative prompts.

- ✓ **0501.3.10** Demonstrate confidence and competence in using the Tennessee Writing Assessment rubric while evaluating one's own writing and the writing of others.
- ✓ **0501.3.11** Compose and respond in writing to original questions and/or problems from all content areas.
- ✓ **0501.3.12** Use appropriate time-order or transitional words and phrases.
- ✓ **0501.3.13** Use correct page format (e.g., paragraphs, margins, indentations, title).
- ✓ **0501.3.14** Introduce writing in the expository mode.

## **STATE PERFORMANCE INDICATORS**

**\*\*\*The Tennessee State Writing Assessment is administered for the first time at Grade 5. Students are asked to complete a timed writing to a narrative prompt. These compositions are evaluated using the Tennessee State Rubric. This assessment, along with those administered at grades 8 and 11, constitute the primary assessments of students' writing proficiency.**

**SPI 0501.3.1** Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.

**SPI 0501.3.2** Rearrange sentences to form a sequential, coherent paragraph.

**SPI 0501.3.3** Identify the purpose for writing (i.e., to entertain, to inform, to report).

**SPI 0501.3.4** Identify the audience for which a text is written.

**SPI 0501.3.5** Select details that support a topic sentence.

**SPI 0501.3.6** Incorporate vivid and active words into a writing sample.

**SPI 0501.3.7** Develop and write a paragraph topic sentence with supporting details.

**SPI 0501.3.8** Rearrange paragraphs in a narrative writing selection in sequential and chronological order.

**SPI 0501.3.9** Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.

**SPI 0501.3.10** Select the best way to combine sentences to provide syntactic variety within context.

**SPI 0501.3.11** Select the best title for a written selection.

**SPI 0501.3.12** Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

**SPI 0501.3.13** Supply a piece of missing information in an outline.

**SPI 0501.3.14** Select, limit, and refine a writing topic.

## Standard 4--Research

### Conceptual Strand 4

*Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.*

### Guiding Question 4

*How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?*

### Grade Level Expectations

**GLE 0501.4.1** Conduct research to access and present information.

**GLE 0501.4.2** Collect, organize, determine reliability, and use information researched.

**GLE 0501.4.3** Present the research results in a written paper, citing the resources used.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.4.1** Define and narrow a topic for research.
- ✓ **0501.4.2** Use current technology as a research and communication tool for personal interest, research, and clarification.
- ✓ **0501.4.3** Gather and record information on a research topic using three different sources, at least one of which must be a print source.
- ✓ **0501.4.4** Evaluate and determine the reliability of sources on a given topic.
- ✓ **0501.4.5** Organize information from text or technological sources using a graphic organizer.
- ✓ **0501.4.6** Write a research report, using four or more sources and notes taken from those sources citing appropriate bibliographical materials.
- ✓ **0501.4.7** Learn proper citation forms for texts and for Internet sources.
- ✓ **0501.4.8** Discern and use appropriate reference sources in various format (e.g., interviews with family and community; encyclopedia, card/electronic catalogs, almanacs, magazines, newspapers).
- ✓ **0501.4.9** Develop notes that include important concepts, paraphrases, summaries, and identification of reference sources.



## **STATE PERFORMANCE INDICATORS**

**SPI 0501.4.1** Identify the most reliable information sources available for preparing a research report.

**SPI 0501.4.2** Develop a note-taking system or some other method of effective information collection.

**SPI 0501.4.3** Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.

**SPI 0501.4.4** From a list of citations, choose the properly written one.

**SPI 0501.4.5** Submit a composition setting forth the results of the research and using appropriate citations.

## **Standard 5—Logic**

### **Conceptual Strand 5**

*Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and inferring appropriately.*

### **Guiding Question 5**

*How can students develop and demonstrate the ability to apply logic in a sound and systematic way?*

### **Grade Level Expectations**

**GLE 0501.4.1** Refine logic skills to facilitate learning and to enhance thoughtful reasoning.

**GLE 0501.4.2** Use logic to make inferences and to draw appropriate conclusions.

**GLE 0501.4.3** Recognize false premises and faulty logic in advertising.

**GLE 0501.4.3** Begin to develop analogical reasoning.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0501.5.1** Distinguish fact from opinion and cause from effect.
- ✓ **0501.5.2** Draw inferences while reading, viewing, or listening to print and non-print media.
- ✓ **0501.5.3** Make and adjust predictions while reading, viewing, or listening to print and non-print media.
- ✓ **0501.5.4** Draw conclusions while reading, viewing, or listening to print and non-print media.
- ✓ **0501.5.5** Construct and complete analogies.

### **STATE PERFORMANCE INDICATORS**

**SPI 0501.5.1** Locate information to support opinions, predictions, and conclusions.

**SPI 0501.5.2** Identify stated or implied cause and effect relationships in text.

**SPI 0501.5.3** Distinguish between fact and opinion in text.

**SPI 0501.5.4** Evaluate texts for elements of reality and fantasy.

**SPI 0501.5.5** Determine the conflict in a text and recognize its solution.

**SPI 0501.5.6** Select a logical word to complete an analogy using synonyms and antonyms and categories and subcategories.

**SPI 0501.5.7** Determine appropriate inferences and draw conclusions from text.

**SPI 0501.5.8** Make predictions about text.

**SPI 0501.5.9** Indicate the correct sequence of events in text.

**SPI 0501.5.10** Identify the techniques of propaganda (i.e., bandwagon, loaded words, testimonials).

## Standard 6—Informational Text

### Conceptual Strand 6

*Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.*

### Guiding Question 6

*What specific strategies and skills are required in order to understand and interpret various informational texts?*

### Grade Level Expectations

**GLE 0501.6.1** Apply appropriate skills and strategies to comprehend informational text (e.g., prereading strategies, comprehension strategies, graphic organizers, questioning text).

**GLE 0501.6.2** Recognize the different text features of informational text (e.g., separate text boxes, diagrams, captions, charts, graphs).

**GLE 0501.6.3** Follow multi-tasked instructions in informational and technical texts (e.g., follow a recipe, complete assembly instructions).

**GLE 0501.6.4** Follow the organizational structure of informational/technical text.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.6.1** Set a purpose for reading (e.g., to understand, to enjoy, to solve problems, to locate specific information/facts).
- ✓ **0501.6.2** Use common text parts and features to enhance understanding (e.g., headings, key words, graphics, captions, side bars, chapter titles, glossaries).
- ✓ **0501.6.3** Understand sequence of events from text.
- ✓ **0501.6.4** Determine the main idea and supporting details from text.
- ✓ **0501.6.5** Skim text to develop a general overview of content or to locate specific information.
- ✓ **0501.6.6** Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites).

### STATE PERFORMANCE INDICATORS

**SPI 0501.6.1** Use headings, graphics, captions, glossaries, and chapter titles to make meaning from text.

**SPI 0501.6.2** Interpret information using a chart, map, or timeline.

**SPI 0501.6.3** Identify the stated main idea and supporting details in text.

## **Standard 7--Media**

### **Conceptual Strand 7**

*An ability to understand and analyze media and technology will be vital, ongoing life skills.*

### **Guiding Question 7**

*What strategies will help students become thoughtful users of information coming from a wide variety of media?*

### **Grade Level Expectations**

**GLE 0501.7.1** Recognize that media can provide sources of information and entertainment.

**GLE 0501.7.2** Use media to publish and present information.

**GLE 0501.7.3** Understand that the choice of medium influences the message in a presentation.

**GLE 0501.7.4** Be aware of how message or meaning changes when a written work is translated into a visual presentation.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0501.7.1** Use media (e.g., photographs, films, videos, the arts, online catalogs, nonfictions books, encyclopedias, CD-ROM references, Internet) to view, read, and represent information.
- ✓ **0501.7.2** Use print and non-print materials along with prior knowledge to provide background for writing and/or presenting.
- ✓ **0501.7.3** Use media to conduct research and prepare reports.
- ✓ **0501.7.4** Use libraries/media centers to access media sources.
- ✓ **0501.7.5** Use media to enhance reports and oral presentations.
- ✓ **0501.7.6** Examine the effects of media (e.g., television, print materials, Internet, magazines) on daily life.

### **STATE PERFORMANCE INDICATORS**

**SPI 0501.7.1** Select the most appropriate medium or media for accessing information, writing a report, or making a presentation.

**SPI 0501.7.2** Determine the main idea in a visual image.

**SPI 0501.7.3** Use appropriate media to enhance an oral presentation.

## Standard 8—Literature

### Conceptual Strand 8

*Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.*

### Guiding Question 8

*What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?*

### Grade Level Expectations

**GLE 0501.8.1** Use previously learned comprehension strategies before, during, and after reading.

**GLE 0501.8.2** Experience various literary genres, including fiction and nonfiction, poetry, drama, chapter books, biography/autobiography, short stories, folk tales, myths, science fiction).

**GLE 0501.8.3** Understand the basic characteristics of the genres studied.

**GLE 0501.8.4** Understand the meaning of plot, character, setting, point of view, and theme in narration.

**GLE 0501.8.5** Know and understand basic terms used in poetry (e.g., rhythm, rhyme, metaphor, simile, personifications, onomatopoeia).

**GLE 0501.8.6** Recognize elements peculiar to dramatic literature (e.g., time constraints, organizational structure, dialogue).

**GLE 0501.8.7** Consider literature selections as reflections of the culture in which they were written.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.8.1** Decode unknown words utilizing learned strategies.
- ✓ **0501.8.2** Recognize various literary genres and their characteristics.
- ✓ **0501.8.3** Predict outcomes and adjust as additional information is acquired.
- ✓ **0501.8.4** Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, and brainstorming).
- ✓ **0501.8.5** Build vocabulary by reading from a wide variety of texts and literary genres.



- ✓ **0501.8.6** Use metacognitive and self-monitoring strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, drawing on earlier reading).
- ✓ **0501.8.7** Participate in creative responses to text.
- ✓ **0501.8.8** Discuss similarities and differences in events and/or characters, using evidence cited in two or more texts.
- ✓ **0501.8.9** Identify how culture, ethnicity, and historical eras are represented in literary text.
- ✓ **0501.8.10** Make inferences and recognize unstated assumptions.
- ✓ **0501.8.11** Make connections among various texts showing similarities and differences.
- ✓ **0501.8.12** Understand figurative language in context (i.e., similes, metaphors, personification, hyperbole).
- ✓ **0501.8.13** Understand the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme, repetition).
- ✓ **0501.8.14** Analyze the plot structure of a narrative (story) including identifying the problem (conflict) and determining how the problem is resolved.

## **STATE PERFORMANCE INDICATORS**

**SPI 0501.8.1** Identify setting, characters, plot, and theme.

**SPI 0501.8.2** Select questions used to focus and clarify thinking before, during, and after reading text.

**SPI 0501.8.3** Determine word meanings within context.

**SPI 0501.8.4** Identify the sequence of events in fiction selections.

**SPI 0501.8.5** Select stated or implied main idea and supporting details from fiction selections.

**SPI 0501.8.6** Identify stated or implied cause and effect relationships in fiction selections.

**SPI 0501.8.7** Select the appropriate summary statement for a given passage.

**SPI 0501.8.8** Recognize reasonable predictions of future events within a given context.

**SPI 0501.8.9** Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).

**SPI 0501.8.10** Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.

**SPI 0501.8.11** Demonstrate knowledge of the difference between first person and third person point of view in writing.

**SPI 0501.8.12** Determine whether the theme is stated or implied within a passage.

**SPI 0501.8.13** Identify similes, metaphors, personification, and hyperbole in context.

**SPI 0501.8.14** Identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme, repetition).